**Introductory Information**

**Teacher: Miss Bert**

**Class: English**

**Date:** 1/29

**Grade Level:** 12

**Room Number: 202**

**Period:** 1, 5

**Unit:** Love, Betrayal and Revenge – *Hamlet* Unit

**Lesson Number:** 1 of 22

**Topic:** Introducing Shakespeare

**Context -** Students have just finished their Research unit with Mrs. Calderaro and have not yet read/began Hamlet.

**Objectives:**

***Short-range learning objective:***

1. Students will be able to identify characteristics of Shakespearian plays.
2. Students will be able to define revenge.
3. Students will be able to define tragedy.

***Long-range learning objective:***

1. **Students will be able to understand that Hamlet is a timeless work.**
2. Students will be able to analyze themes and their significance.
3. **Students will be able to identify characteristics about the Globe theatre.**
4. Students will be able to examine symbols and their significance.
5. Students will be able to identify how diction influences tone.
6. Students will be able to understand the concept of revenge.
7. **Students will be able to distinguish a tragic play.**
8. Students will be able to examine the character traits of the main characters.
9. Students will be able to locate dramatic irony throughout the play.
10. Students will be able to define irony.
11. Students will be able to understand the plot.
12. Students will be able to outline and analyze nonfiction articles.
13. Students will be able to define and understand monologue and soliloquy.

**Rationale**

1. ***Administrators:*** Since we will be starting Shakespeare’s *Hamlet* tomorrow, I need an effective way to introduce this unit to my class. Unfortunately, most adolescents (and adults) are very apprehensive towards Shakespeare’s works and I want to try and make this as fun as possible to get them motivated for the long unit ahead.

***2) Students:*** For most of you, Shakespeare is not known to be enjoyable. Therefore, instead of the same old boring introduction of Shakespeare’s life, I will introduce you to his language in a new way.

1. ***Critical Pedagogues:*** My students will be able to find humor and relate to Early Modern English in a way they haven’t before. This will hopefully motivate them to want to read *Hamlet*.

**Background Knowledge and Skills** Students have read Shakespeare previously, therefore they are familiar with his language and style.

**Standards:**

1. **12.W.4**: Production and Distribution of Writing- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Summary** After their class routine of writing in their journals, I will lead into a discussion about what they already know about Shakespeare, tragic plays, and give them a background of the Globe Theatre.

After our discussion, I will instruct them on how to make one and give them 5 minutes to come up with 10 of their own. After that, I will collect them, mix them up, and ask for two volunteers. The two volunteers will get ten random slips and will duel. The winning person will be determined by popular vote of the class.

After this activity, if time allows, we will start Act 1.

**Procedure**

***1) Anticipatory Set: 5-8 minutes***

. On the board I will write the word “Revenge” on the board as a spark word for their journal.

. As they journal, I will hand out the syllabus.

. After 5 minutes, I will ask if anyone wants to share what they wrote.

***2) Instruction: 25 minutes***

. I will lead into a discussion about the term revenge and lead that into Shakespeare’s Hamlet. Tell them to take notes.

 🡪 So what exactly is revenge? (The act or instance of retaliating in order to get even.)

 🡪 Have any of you planned on seeking revenge or been apart of the act?

 🡪 Do you think seeking revenge should be done? Is it necessary?

. Lead into Hamlet from this.

🡪 Hamlet is a play that revolves around revenge.

🡪 Who here is familiar with the movie “The Lion King”? Do you like it? Well good because than you should like Hamlet! The Lion King was based off of Hamlet so if you know that general story line, you should understand the main idea of Hamlet. However, keep in mind that “The Lion King” is a Disney movie, meaning it is meant for children, Hamlet has a lot more to it.

. I will put the definition of a tragedy on the board. (Tragedy: A serious drama that describes a conflict between the protagonist and a superior force with a sorrowful/disastrous conclusion.)

 🡪 Hamlet falls under this genre. So from this we can all assume that this play is going to have a tragic or sad ending.

. We will discuss the Globe theatre (how it was).

 🡪 Has anyone heard of the Globe theatre? (Wait for responses.)

🡪 The Globe theatre was in London and was associated with William Shakespeare. The first theatre burnt down in 1613, but a second one was built in the same spot in 1614. There were no female actors, only male, because it was illegal. Also, these plays got extremely rowdy! Think of a sporting event- it was sort of like that. It was very loud and fun. (Write this out into note version on the board)

. Before we do the activity, I will walk the students through the syllabus and clear up any confusion.

. Activity time!

🡪Okay, now lets have some fun here. Take a piece of paper and rip it into five strips like this (demonstrate).

🡪 Now, you are going to take this insult sheet and put the word “Thou” first. Choose one word from each column to create an insult. As you write these, try and think of what these can mean!

. Give five minutes to make insults.

***3) Guided Practice: 5 minutes***

. After mixing up the insults, I will ask for two volunteers and allow them to pick 10 random insults from the pile.

. They will duel with their insults and the class will choose the winner.

. Now, these words may not seem like much to you and I, but back then they were huge insults. (Go through some words and explain the meaning.)

***4) Independent Practice: ?? minutes***

***5) Closure:***

. KWL Chart

**Materials and Resources Needed**

. Syllabus for every person

. Insult sheet for everyone

. Extra paper

. Copies of the book for each person

**Accommodations for Students with Special Needs (Differentiated Instruction)**

.

**Assessment of Student Learning**

a) Formative or Summative: Formative – I will be walking around to make sure they are on task (effects participation grade)

b) Informal or Formal: Informal

**Reflection of lesson/ways to improve for next class:**



A. B. C.

* Baggage
* Barnacle
* Bladder
* Codpiece
* Flax-wench
* Flirt-gill
* Foot-licker
* Fustilarian
* Giglet
* Haggard
* Harpy
* Lout
* Maggot-pie
* Mammot
* Measle
* Miscreant
* Strumpet
* Vassal
* Beef-witted
* Boil-brained
* Common-kissing
* Dismal-dreaming
* Dizzy-eyed
* Doghearted
* Elf-skinned
* Fool-born
* Half-faced
* Ill-nurtured
* Motley-minded
* Pox-marked
* Rump-fed
* Sheep-biting
* Toad-spotted
* Weather-bitten
* Artless
* Bawdy
* Bootless
* Craven
* Droning
* Errant
* Fawning
* Goatish
* Gorbellied
* Impertinent
* Infectious
* Mammering
* Puny
* Reeky
* Roguish
* Saucy
* Spleeny
* Vain
* Venomed
* Villainous
* Warped

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_

Miss Bert Period: \_\_\_\_\_\_\_\_\_





